

**A CORRELATIONAL STUDY BETWEEN STUDENTS'  
PARTICIPATION IN INTERNATIONAL LANGUAGE FORUM  
(ILF) AND THEIR SPEAKING ACHIEVEMENT**

**THESIS**



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## MOTTO AND DEDICATION

“It does not matter how slowly you go as long as you do not stop”  
– Confucius

“It always seems impossible until it’s done” – Nelson Mandela

Dedicated to:

~ The sake of Allah SWT, my Creator and my Master,

~ My great teacher and messenger, Muhammad SAW who taught us the purpose  
of life,

~ All the family members especially Mum and Dad,  
for giving birth to me at the first place and supporting me spiritually throughout  
my life.

### **AUTHOR'S DECLARATION OF ORIGINALITY**

I hereby declare that the intellectual content of this thesis is the product of my own work and has not been submitted to any other University or Institution.

I certify that, to the best of my knowledge, my thesis does not infringe upon anyone's copyright nor violate any proprietary rights and that any ideas, techniques, quotations, or any other material from the work of other people included in my thesis, published or otherwise, are fully acknowledged in accordance with the standard referencing practices.

I also declare that this is a true copy of my thesis, as approved by thesis committee and the English Language Education Department office.

Malang, January 29, 2018



Oriza Mayleni

**A CORRELATIONAL STUDY BETWEEN STUDENTS'  
PARTICIPATION IN INTERNATIONAL LANGUAGE FORUM (ILF)  
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**ABSTRACT**

Speaking is one of four important basic skills to be learned in learning English. Speaking is also considered as the most important skill since foreign language learners are interested in becoming real speakers of the language (Ur, 1996, 120). Furthermore, learning English just in regular classes with limited time and space is not enough. That is why English club such as ILF may aid students enhancing their speaking skill by providing opportunities for students to use and practice the language in real communication.

Previous study done by Warnanda (2009) showed that the most dominant factor that affects students to join ILF is English improvement opportunity. Referring to the study, this study was aimed to investigate the magnitude correlation between the students' participation in ILF and their speaking achievement. This study was carried out at English Language Education Department of University of Muhammadiyah Malang. The designated research design of this study was quantitative; correlational study.

In collecting the data, the researcher utilized some techniques and instruments; questionnaire and students' transcripts. The data were examined by using Pearson correlation. The result of this study indicated that there was a non-significant positive correlation between students' participation in ILF and their speaking achievement (significant value =  $0.293 > 0.05$ ). It was also found that the two variables were weakly correlated (correlation coefficient = 0.248). It means that the value of students' participation and the value of students' speaking achievement will decrease or increase together.

In conclusion, the findings of this research reveal that the correlation between both variables was positive. The result of this study indeed showed a positive correlation with the correlation coefficient value of 0.248 and significant value of 0.293. It means that there is linear relationship between students' participation in ILF and students' speaking achievement. So that, the value of students' participation as variable X and the value of students' speaking achievement as variable Y will decrease or increase together.

**Keywords:** *English Club, International Language Forum, Speaking Achievement*

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Finally, I realize that this thesis is still far from being perfect. I realize that many mistakes have been made even though I have already worked hard to complete the thesis. It is hoped that this thesis will have some contribution and use.

Malang, January 29, 2018

Oriza Mayleni



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